

True Light Girls' College
"Mental Health@School"
Use of the "One-off Grant for Mental Health at School"
Annual Report (2024 – 2025)

1.1 The overall well-being of students is improved.			
Strategies / Tasks	Success Criteria	Evaluation	Actual Expenses (\$)
(a) To arouse students the awareness of their well-being through organising whole-school activities e.g. Mental Health Week	Over 70% of students find the student awareness of their well-being is aroused.	"Let's Cheer Up Together," the Mental Health Week, was held from February 22 to 28, 2025. Activities included a lunchtime programme and the DustyKid Hug My Heart Exhibition. Over 91.5% of students expressed enjoyment of the events, and many reported a heightened awareness of their own mental well-being as a result.	4,601.10
(b) To boost students' interaction and strengthen their connectedness by organising class-based activities	Over 70% of students find students' interaction is boosted and their connectedness is strengthened.	Class-based activities, like rope skipping and True Light songs singing competitions and Fashion Show, were held to promote collaboration, problem-solving and teamwork, enhancing student engagement and strengthening bonds within each class. 91% of students said these activities strengthened peer relationships, fostered unity and deepening the sense of connectedness throughout the school.	21,716.28
(c) To cultivate students' positive values and attitudes to cope with stress and face adversities by organising mass programmes / workshops / activities	Over 70% of students find their positive values and attitudes to cope with stress and face adversities are cultivated	To help students to navigate stress and adversity, a series of supportive programmes were introduced such as the workshop of thinking trap for S4 students and art therapy class for S6 students. Additional initiatives included stress-relief art groups and photo therapy workshops, all designed to foster resilience and cultivate positive attitudes. The student responses were overwhelmingly encouraging. 85% reported enjoying the activities and felt better equipped to manage stress and face challenges with a more optimistic mindset.	9,080.83

1.2 A relaxed and accepted learning environment is set up.			
To provide students with a corner in the campus where they can relieve stress and feel secured by setting up and decorating a “Peaceful Corner”	Over 70% of students find the “Peaceful Corner” has been a suitable place for them to relieve stress and feel secure	The Learning Support Room was actively utilised throughout the year, offering students a dedicated space to seek assistance and emotional relief. Teachers and specialists were available to provide academic support, help alleviate stress and foster a welcoming environment where all students could feel safe and supported.	6,992.87
1.3 The well-being of teachers is improved.			
To promote mental health of teachers by (a) organising talks / workshops (b) providing online resource packages to improve teachers’ well-being	Over 70% of the participants found the well-being of teachers is improved through talks / workshops and online resource packages	To support teachers’ well-being, mindfulness workshops and wellness coffee breaks were organised on February 27 and April 3 2025 respectively. These sessions helped teachers to relax, recharge and connect with colleagues in a supportive setting. To promote teachers’ well-being, the monthly fruit programme, 果然是您最好, was introduced. Each teacher received a fresh fruit along with an inspiring quote on psychological and emotional wellness. These quotes were also uploaded to eClass for easy access and reflection. Over 85% of teachers reported that the initiatives had a positive impact on their well-being and helped to cultivate a supportive, mindful school environment.	690.00